DOCUMENT RESUME

ED 024 918 AL 001 282

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"Expert Opinion" Interview Schedule, Ethiopian Language Situations. Draft.

Survey of Language Use and Language Teaching in Eastern Africa, Nairobi (Kenya).
Pub Date [68]
Note- 5p.
EDRS Price MF-$0.25 HC-$0.35
Descriptors- Attitudes, Diglossia, *Field Interviews, *Language Research, *Language Role, *Multilingualism, *Questionnaires, Second Language Learning
Identifiers- *Ethiopia

The interview questionnaire presented here was designed to elicit three kinds of response--(1) descriptions of Ethiopian language situations, (2) statements from which inferences can be drawn about the respondent's language-related attitudes and values, and (3) information about the respondent's personal history. See related document AL 001 283. (AMM)

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DRAFT: "EXPERT OPINION" INTERVIEW SCHEDULE, ETHIOPIAN LANGUAGE SITUATIONS

Purpose of Interview

The interviewers will attempt to elicit three kinds of response: 1) descriptions of Ethiopian language situations, 2) statements from which inferences can be drawn about the respondent's language-related attitudes and values, and 3) information about the respondent's personal history. The interviewers will talk both to Ethiopians and resident foreigners who, by virtue of their work, travel, or other experience, can be presumed to have knowledge (or "expert opinion") about Ethiopian language situations. Where language situations cannot be observed by the investigators directly, respondent's assessments will be used to provide descriptions which, in the absence of more valid data, can serve as one guide for language policy and for future research.

Procedure

Interviewers will have firmly in mind a schedule listing the items to be covered. These items need not be followed in an unvarying order, however, and interviewers need not be confined to them. Indeed, there should be an effort to make the interaction between respondent and interviewer appear to be as spontaneous and as unstructured as possible. If the respondent grants permission, and if he does not seem to be inhibited by the presence of a tape recorder, the interview will be taped.

Interview Schedule

1.0 (Identify, in an exploratory conversation, the geographical regions and the peoples with which respondent is most familar and for which he is most willing to describe language usage. Ask respondent to identify these regions and peoples as precisely as possible.)

2.0 (Elicit description of language situations for which respondent claims first-hand knowledge.)

2.1 What languages do people speak there ?

2.11 Do these languages have any other names ?

2.2. What language is spoken by the greatest number of people there ?

2.21 Can you guess how many of the people there speak it ?

2.211 As a first language ?

2.212 As a second language ?

2.22 Can you guess what proportion of the people speak it ?

2.221 As a first language ?

2.222 As a second language ?

2.3 Can you guess how many people speak each of the other languages ?

2.31 As a first language ?

2.32 As a second language ?

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2.4 Can you guess what proportions of the people there speak each of the other languages ?

2.41 As a first language ?

2.42 As a second language ?

2.5 How confident are you about the accuracy of your estimates ?

2.51 What are you basing them on ?

2.6 Who speaks these languages ?

2.61 Are there any other names for these people ?

2.7 Do the people there usually know more than one language ?

2.71 Which people know more than one ?

2.72 When do they use L_1, L_2, L_3? (In what places and with whom ?)

2.8 How do people talk to each other when they don't know each other's language ?

2.81 Are there situations in which speakers of different languages can understand each other's language without being able to speak it ?

2.82 Are trade languages (contact languages) used ?

2.821 Which ones ?

2.822 Are there any other names for them ?

2.9 How has the language situation changed there over the past -- years ?

2.91 Are some languages spoken by a greater proportion of the people now ?

2.911 Is the proportion still growing ?

2.912 Is the proportion beginning to grow for some languages ?

2.92 Are some languages spoken by a smaller proportion of the people now ?

2.921 Are these languages still declining in the proportion of speakers ?

2.922 Are some languages beginning to decline ?

2.93 Are some languages used for different purposes or in different places (settings, locales) than formerly ?

2.10 Do people there care, one way or the other, about what languages are used ?

2.101 Do they think that some languages ought to be used in some places (locales, settings) and not in others ?

2.1011 At home ?

2.1012 In public places (e.g., market)?

2.1013 In government offices ?

2.1014 Taught in school (as subject matter)?

2.1015 Used in school as the medium of instruction ?

2.102 Have people's ideas about this changed much over the past -- years ?

2.1021 Are ideas changing now

2.11 Who else knows a lot about the languages there ?

3.0 (Elicit description of language situations for which respondent lacks first-hand knowledge -- elicit language situation stereotypes.)

3.1 Are there some parts of the country that you haven't been to or where you haven't spent much time but where you have heard something about the languages there ?

3.2 What languages are spoken there ?

3.21 Are there any other names for these languages ?

3.3. Who speaks these languages ?

3.31 Are there any other names for these people ?

3.4 Can you guess how many people there speak each of these languages ?

3.5 Can you guess what proportion of the people there speak each of these languages ?

3.6 How did you learn about the language situation there ?

3.7 Has the language situation changed there over the past -- years ?

3.8 Who really knows about the situation there ?

4.0 (Elicit statements from which respondent's language-related attitudes and values can be inferred.)

4.1 Who speaks the best Amharic ?

4.11 In region X.

4.12 In Ethiopia.

4.13 What makes it best ?

4.2 Is there more than one kind of Amharic (e.g., formal and informal varieties) ?

4.3 Do people speak Amharic the way it used to be spoken ?

4.31 In region X.

4.32 In Ethiopia.

4.33 How has it changed ?

4.34 What has made it change ?

4.4 Can you tell where an Ethiopian comes from by the way he speaks Amharic ?

4.5 Do some Ethiopians learn Amharic (as a second language) better than others ?

4.51 In region X.

4.52 In Ethiopia.

4.6 Do some foreigners learn Amharic better than others ?

4.7 When a person learns Amharic (as a second language) are there other things he should also learn in order to use it properly ?

4.8 How can one distinguish an Ethiopian who learned Amharic as his mother tongue from an Ethiopian who has learned Amharic as a second language ?

4.81 Are there distinguishing features in the way the latter uses the language other than "accent" ?

4.8 Are there regions where some of the people try to learn Amharic (as a second language) but where others don't ?

4.81 What do those who try think of those who don't ?

4.82 What do those who don't try think of those who do ?

4.9 How well is Amharic taught (reading, writing, literature)?

4.91 In region X.

4.92 In Ethiopia

4.10 How well is Amharic taught (for oral use as a second language) ?

4.101 In region X.

4.102 In Ethiopia.

4.11 Do some kinds of school teach Amharic better than others ?

4.12 How well is English taught ?

4.121 In region X.

4.122 In Ethiopia.

4.123 Do some types of school teach English better than do others ?

4.124 Does it make any difference whether the instructors are British, Indian, American ?

4.13 Do some Ethiopians learn English better than others ?

4.14 Can you tell what part of the country an Ethiopian comes from by the way he speaks English ?

4.15 Would there have been some advantages in choosing French or Italian as the medium of instruction instead of English ?

4.151 Why was English chosen ?

4.16 Should a particular kind of English be taught (e.g. British, American, Indian) ?

4.161 Does one kind sound better to most Ethiopians ?

4.17 How successful do you think the government's language policy has been ?

4.171 In region X.

4.172 In Ethiopia.

4.18 What do you recommend to promote the spread of Amharic ?

4.181 Should the script be modified to help people learn to read Amharic ?

4.19 Should Amharic script be modified to help people to learn to read English or other languages using Latin script ?

5.0 (Elicit information concerning respondent's personal history.)

5.1 Place of birth.

5.11 Self.

5.12 Father.

5.13 Mother.

5.2 Date of birth.

5.3 Occupation.

5.31 Self.

5.32 Father.

5.4 Ethnic identification.

5.5 Schools attended and courses of study.

5.6 Languages first learned.

5.7 Second languages learned.

5.8 Self-rating of second language proficiency. (Employ following FSI ratings of speech and reading)

S-1 Able to satisfy routine travel needs and minimum courtesy requirements.

R-1 Able to read elementary lesson material or common public signs.

S-2 Able to satisfy routine social demands and limited office requirements.

R-2 Able to read intermediate lesson material or simple colloquial texts.

S-3 Able to speak the language with sufficient grammatical accuracy and vocabulary to handle professional discussions within a special field.

R-3 Able to read non-technical news items or technical writing in a special field.

S-4 Able to use the language fluently and accurately on all levels normally pertinent to professional needs.

R-4 Able to read all styles and forms of the language pertinent to professional needs.

S-5 Speaking proficiency equivalent to that of an educated person who speaks the language as his mother tongue (first language).

R-5 Reading proficiency equivalent to that of an educated person who speaks the language as his mother tongue (first language).

5.9 Languages spoken now at home.

5.91 with spouse

5.92 with children

5.921 younger.

5.922 older.

5.93 with parents.

5.94 with servants.

5.10 Languages spoken at work

5.101 Differential use ?